**PTHVP Meeting Minutes**

**December 10, 2012**

**Attendees:** Luanne Kickingwoman, Erica Ramsey, Kari Friedman, Tracy Ledyard, Matt Quinlan, Lisa Firehammer, Kelly Kopitzke, Erica Zinns, Heather Davis Schmidt, Melanie Charlson, Jennifer Calder, Sindie Kennedy, Sue Black.

1. **Introduction of participants and program – Jennifer Calder**

Jennifer Calder gave a brief overview of the Parent/Teacher Home Visit Project and asked that everyone introduce themselves.

1. **Review of where we are:** Jennifer reminded everyone that we met in September and discussed the hopes of moving forward with piloting the Parent/Teacher Home Visit Project in Title I schools during the 2013-14 school year. She also explained that she, Erica Zinns and Kari Friedman attended the annual PTHVP conference in Denver in October. The hopes are to form a planning committee that will work monthly to identify ways to sustain the project long-term (i.e., identify funding sources), to develop a budget and to work through logistics pertaining to compensation.
2. **How do home visits fit in with district goals – Sindie Kennedy**

Sindie reviewed the district goals, stressing that four of the five district goals could be met with the Parent/Teacher Home Visit Project:

* Achievement and graduation for all students, regardless of their circumstances or abilities;
* Restructure the Organization to become more efficient, effective and accountable to support the goals of the district;
* Cultivate and enhance staff, student, parent, business and community involvement
* Define and implement a quality professional development program that encompasses best practices and supports the needs of all staff.

Heather stressed that this project also meets Graduation Matters goals:

* Fully develop effective strategies in MCPS schools and throughout the community that engage students, increase relevancy of coursework, enhance students' learning experiences, and create alternative pathways to achieving graduation
* Improve Attendance: promote the importance of regular school attendance, and work to improve the attendance of students who face specific challenges that impair their ability to attend classes consistently and on time.
* Support collaborative partnerships with schools, organizations, businesses and individuals to address specific barriers to graduation and improve student wellness

1. **Report from Denver conference – Jennifer, Erica and Kari**

Kari Friedman shared her impressions of the conference. She took away the idea of fidelity pertaining to the non-negotiables in the model (e.g., no paperwork during the home visit, discuss hopes and dreams, etc.). It will be important to maintain the model fidelity in our district and make it work for us. Kari suggested we give home visits to all transitioning students. She also learned about funding opportunities.

Erica Zins explained PTHVP is a grassroots model within districts themselves. It usually starts in a few buildings and then explodes. Denver Public Schools is a good example. It is a top down but also bottom up model. The program is supported at the top but allowing those on the bottom to grab hold of and take off with the program. Erica appreciated the opportunity to talk with the Montana contingency while in Denver. It was especially exciting to visit with the bus driver from Frazer who is doing home visits. Great Falls is doing great things. Kari explained Great Falls has a strong connection with Title I. They have been able to make it work for them. She suggested we try to partner with Great Falls in some capacity.. There are other districts that have experience tremendous success, in addition to Denver, such as Sacramento and Minnesota.

Jennifer reported that there are 13 states and D.C. that are implementing PTHVP. Two Denver superintendents are embracing this model and are two people who are being recognized nationally as aspiring leaders. There was an amazing D.C. teacher who presented at the conference. She had a lot of experience working in inner-city schools. She was ready to quit. The PTHVP program saved her. She finally felt she could have a powerful and positive impact.

Jennifer shared some of the funding sources (see attached) that could potentially support this program.

1. **What are our values and how do they fit PTHVP? - Jennifer**

a. Talking-points group work – developing the elevator speech

b. Practice our elevator speech

c. YouTube videos of parent testimonials (Jennifer to share)

[Christine Rey’s – The Parent/Teacher Home Visit Project](http://www.youtube.com/watch?v=achKn-3-wqg)

[Alicia Daniel – Parent Perspective](http://www.youtube.com/watch?v=F12wS5dS64I)

We want to become ambassadors for this program in order to obtain buy-in. There is a model for messaging in terms of setting people's frames for impact. Apple starts with this idea of values. When thinking about the home visit project, what are some personal values that connect to PTHVP?

The group brainstormed some values that they thought were important:

* Bridging the disconnect - one common value is connection - we are different but we are all the same.
* Building respect - mutual respect is something all people want.
* Trust - building trust that connects to teachers. Trust and safety.
* Building relationships - parents sometimes just want to know who to talk to in the buildings. Luanne reported that one mom told them this was the first time the school had reached out to them. It is the school's responsibility to reach out to schools.
* Expressing hopes and dreams for our children - it is the one time parents have to express their hopes and dreams to the school. We all have hopes and dreams.
* Feelings of validation - being heard and being valued. Frame the conversation so people feel heard and feel valued. It can open up a conversation when there is intimate knowledge about a student. For kids, it's about being known as an individual. This is especially good for those quiet students. This program can potentially break the cycle of bad experiences of parents.

The group listed the target audience where buy-in is needed: School Board, PTA, parents, staff, superintendent’s cabinet, union (MMCEO, MEA-MFT), students, community, feeder districts and foundations.

The group brainstormed what is important to each audience member. This is a community-building model. This will sell in this community. The School Board cares about graduation, student achievement, funding. PTAs are all about family involvement and supporting the school. Parents care about their students being successful, supported and safe in school. Staffs are interested in their workload and the success of their students. The unions are interested in assuring fair and equal compensation and workload.

The group discussed strategies for messaging: Partnerships build success. PTHVP connects directly with three goals of graduation matters (attendance, student wellness, parent engagement); this program promotes a proactive approach instead of reactive approach (appeals to everyone - staff, admin, parents) - it will save the teacher's time in the long run; it promotes intrinsic value in students - they have a new sense of responsibility; building community connects kids more and gives them more responsibility as a community member; it is voluntary, not required; staffs are supported by the district; sustainability is key (this project cannot be funded by Title I long-term). The sustainability of this project is critical and the biggest barrier.

The group listed specific info needed before moving forward: Need more specific data to reflect how the model is working. Need data at the national and local level. Jennifer will get some data from Pam Birkland. Matt would like to know more about the scope of the project - what has worked, especially at the secondary level. Great Falls and Helena are just starting this. What is the goal? 100% district-wide visits for students that are transitioning. How have support staff and certified staff unions worked to create a situation where there is equal pay? How have others overcome this barrier? Kari reported she attended the session on compensation issues. One person in Denver is using general funds and Title I funds. They have an MOU with the district/union. Minnesota pays by the visit not by the hour. Staffs cannot get paid unless they have been trained. The Minnesota group did a presentation on working with unions.

Have kids at the meeting - this is a conversation to have with the teacher. Do we want to make that a policy of the district to encourage student participation in the meetings? There was an interest in doing this since we recognized the value of having students hear their parent’s hopes and dreams conveyed to someone at the school.

Need to get people from unaware to aware. From persuaded, to convinced. From convinced to action. Melanie asked where everyone in the district are? Principals have baseline knowledge. MMCEO staff little to no knowledge of this program. Melanie hasn't presented anything to her board. We have resources and materials available for sharing in terms of PowerPoint presentations, videos, printed materials, etc.

1. **Next Steps:**

**PTHVP Training**

April is the goal for bringing the Sacramento team to Missoula to provide a PTHVP training. They have tentatively blocked April 10 through 13 for Missoula. Heather stressed, before we bring in trainers, we need to determine the funding issue. There is no general fund money to support it. We need to get more info before we can commit.

**Planning Group**

A planning group will be formed. The role of the planning group will be to identify funding sources, draft a budget for a variety of models and sort out logistics of moving forward - before we will commit to bringing the Sacramento group here. The recent Doodle poll identified January 29th or 30th as dates that work for a planning committee meeting. The planning group will meet in January and monthly thereafter. Heather doesn't need to sit on the planning committee but she wants us to run things by her. We will need to identify a site facilitator/coordinator for each participating building. Denver gives a stipend to the onsite coordinator. They are responsible for gathering all of the paperwork. Hellgate wants to be included in planning meetings. The larger group will meet again in February.

**Funding Issues**

Jennifer talked with Jack O'Connor at OPI. Jennifer asked we could use one funding source for the first visit and use Title I funds for the second visit. If Jefferson participates, Jefferson cannot use general funds. Jefferson is MEA - their variance could establish precedence.

Minnesota does $20 for teachers and $15 for paras per visit (not per hour).

Patsy in Denver is very willing to discuss how they have identified funding. Think about foundations. Union - NEA and AFT have financially supported this. NEA is not funding in Montana but has funded high-priority schools. In the past, they have provided small grants. AFT is funding a Sacramento team to come to Great Falls in February. Betsy Cornell from Great Falls will allow a small cohort from Missoula to attend the Great Falls training in February (sometime between the 26th and 28th). Melanie will contact AFT and NEA to learn more about potential funding opportunities.

Other funding examples: SIG, Montana Striving Readers, GEAR Up, Graduation Matters Montana, Safe Schools, etc. (see Jennifer's notes on funding options).

Next meeting: Discuss school sites, funding sources, potential contract language for negotiations (can do a MOU - which is a better direction than taking it to the full bargaining table). (Jennifer will contact folks and get as many examples as possible), budget, potential contract language, buy-in, leadership, who do we need to talk with to get logistics in place for action - for moving forward. Map a calendar very clearly for the plan. PIR info - can they earn PIR credit (flexible) - they will have to prioritize it. From a district perspective, they do not want to receive the PIR rate - decided to take PIR off the table.

1. **Additional comments, questions, etc.**

Steve Purell - worked with support professionals in Oregon (did a presentation with Helena). Erica will share info from Minnesota with the group.

National PTHVP organization has a conference call this week. There will be a January conference call for Montana.

**Additional Resources of Interest:**

* [D.C. Public Schools Reinvent Home Visits](http://wamu.org/programs/metro_connection/12/12/07/dc_public_schools_reinvent_the_home_visit)
* [Stanton Elementary Hosts Family Engagement Roundtable](http://www.youtube.com/watch?v=IHq4eliP63U&feature=youtu.be)
* [National PTA in Ed Daily Article on Family Engagement Framework](https://www.dropbox.com/s/na710qhwebmdnhx/Ed%20%20Daily%20DC%20PTHVP%20%283%29.pdf)